



## Extended Campus

College of Education & Behavioral Sciences School of Teacher Education  
School of Special Education

In partnership with the Colorado Department of Education

EDSE 513-609: Professional Renewal  
Aim High: Elevating Our Early Intervention Practices (1 credit)

Fall 2019

**Instructor of Record:** Tanni L. Anthony, Ph.D.

**Instructor of Record Biography:** Tanni Anthony earned a Ph.D. from the University of Denver in 2002 in the area of Child and Family Studies. She has 30 plus years of experience in her teaching profession. She is currently the Director of the Access, Learning, and Literacy Team with the Colorado Department of Education's Exceptional Student Leadership Unit and serves as Project Co-Director of the Colorado Services for Children and Youth with Combined Vision and Hearing Loss Project and as the State Consultant on Visual Impairment. A CV is on file with the university.

**Instructor of Record's Involvement:** Dr. Anthony will serve as Instructor of Record for this training workshop. Dr. Anthony has been the Instructor of Record for over 60 courses since 1994. The responsibilities for Instructor of Record for this course include:

1. Delineate the purpose of the course.
2. Develop and define the content and sequence of competencies to be attained by the participants.
3. Assist with the identification of the presenters for the course.
4. Develop and submit course proposal to UNC.
5. Assist with national course advertisement to early intervention and early childhood personnel.
6. Work with the host committee to make arrangements for instruction site.
7. Define and implement a system of monitoring training sessions and take attendance.
8. Conduct student evaluation on quality of instruction.
9. Evaluate students' papers and/or projects.
10. Assign grades.

**Course Description:** This course is designed to provide evidence-based practices in the assessment of and early intervention / early childhood programming for young children with sensory disabilities and their families. Pediatric medical update information will also be reviewed.

**Title:** Aim High: Elevating Our Early Intervention Practices Responding to Challenging Behavior: Developing Meaningful and Functional Instructional Strategies

**Location:** Omni Hotel, Broomfield, Colorado

**Dates:** September 11-13, 2019

**CEU Hours:** 17 clock hours and 15 minutes

**Registration Contact Information:** [www.wreic.org](http://www.wreic.org)

### **Course Presenters in Alphabetical Order**

Corinna Bauer, Ph.D., is a neuroscientist whose research focuses on characterizing the visual dysfunctions observed in individuals with cerebral visual impairments and how these relate to brain structure and function. Following a master's in bio-imaging, she earned her doctoral degree in neurobiology at Boston University School of Medicine, and then went on to complete her postdoctoral training under the mentorship of Dr. Lotfi Merabet. As part of her research, Corinna uses advanced MRI techniques to study how the brain adapts to ocular and cerebral causes of visual impairment.

Dinah Beams is a consultant for early intervention with children who are deaf and hard of hearing. She served as the Program Coordinator for the Colorado Home Intervention Program with the Colorado School for the Deaf and the Blind (2010-2018). Responsibilities in this position included coordinating services; training providers; supervising providers statewide; curriculum and program development; serving on state and national committees, and system building. Dinah served as Lead Colorado Hearing Resource Coordinator for twenty years. Previous experience includes working as both a classroom and an itinerant teacher in Colorado. Dinah is the author of the *CHIP Parent Manual* and the *Curriculum for Sign Language Instructors*, a contributor to the SKI-HI Curriculum (2004), and a frequent presenter at regional and national workshops. She is on the board of Colorado Families for Hands & Voices.

Dan Brown, M.A., is the Systems Director for Certified Staff with the Arizona State Schools for the Deaf and the Blind. Dan's deepest desire is to help people find success in their work and in their lives. He engages students, teachers, administrators, and support staff to find value in their roles and inspires them to a deeper understanding of how their work makes a difference in the overall purpose of the organization. He has served in such positions as Dean of Students and middle school and high school principal. Prior to joining the Arizona State Schools for the Deaf and the Blind in August of 2014, Dan spent four years working at the Arizona Department of Education as the Deputy Associate Superintendent of School Improvement and Intervention, and later took on the additional responsibilities of State Director for Career and Technical Education. He is a certified trainer in The 7 Habits of Highly Effective People.

Deborah Chen, Ph.D., is Professor Emerita in the Early Childhood Education Special Education from the California State University, Northridge. She is a leader in the fields of early childhood special education, deaf education and deaf-blind education. Dr. Chen has edited 10 books, written multiple book chapters and journal articles, and worked to produce many videos/DVDs on topics supporting best practice intervention skills for young children with blindness/visual impairment and deaf-blindness. She has contributed to the field further through federal and state grants and research activities. Dr. Chen is a highly regarded expert in the field of pediatric visual impairment and deaf-blindness.

Joanne Corwin, MSE, DSII, is the Director of the Early Intervention and Involvement Department at the New Mexico School for the Deaf. She has a master's degree in education and is a certified Developmental Specialist III through New Mexico's Department of Health. She has worked for NMSD's early intervention program for 29 years, 6 years as a contractor and 23 years as a full-time employee.

Jennifer Cranston, M.Ed., possesses expertise in multiple areas contributing to the success of deaf and hard-of-hearing students in K-12 environments. In addition to being a certified teacher with endorsements in Deaf Education PreK-12, ESOL PreK-12, Elementary Education K-6, and ASL, she is a nationally certified interpreter, state qualified cued language transliterator, & DHH Early Intervention Specialist. Jennifer has two decades of experience in the field of Deaf Education, including teaching English to deaf students in both public schools and residential settings. Currently, she is the ASL Interpreter Supervisor for Arlington Public Schools in VA. Jennifer earned her B.A. in Deaf Education and Elementary Education from Flagler College, a M.Ed. in Curriculum & Instruction from GMU, and is currently a doctoral candidate in the Interpretation & Translation Program at Gallaudet University.

Allison Cunningham, Au.D., is a pediatric audiologist at Children's Hospital Colorado. Shaped by her own experiences growing up hard of hearing, Allison has a special interest in self-advocacy and resiliency of children who are deaf and

hard of hearing. She has recently taken on a volunteer role as a Court Appointed Special Advocate that has changed her perspective in how families are informed and supported throughout their journey.

Sophia Diaz, M.A., is a bilingual Certified Orientation & Mobility Specialist who works for the New Mexico School for the Blind and Visually Impaired Birth-3 program. She provides Orientation & Mobility services to the Southern part of New Mexico. She is also an Instructional Lead who provides support, coaching and mentoring to staff.

Paul Griego, M.Div., is a Chaplain at Children's Hospital Colorado. He received his Master of Divinity degree at the Iliff School of Theology and began his work as a Chaplain at Children's Hospital Colorado in October of 2012. Paul finds great joy and purpose in serving patients, their families and staff in a variety of different settings with particular energy behind engaging prayer, breathing exercises, rituals and inclusion of all people. Paul also is a Hybrid Cochlear Implant user, a surgically implanted device that provides a sense of sound to people who are Deaf or Hard of Hearing.

Sara Kennedy is a mom of four children, including a newly-launched daughter who was late identified as deaf after a homebirth. An occupational therapist by training, Sara has worked with Hands & Voices since 2001. She is the editor of *The Hands & Voices Communicator* and Director for the Colorado Chapter. Sara has a special interest in practical ideas that work for families. She was a coauthor for the manual *Bridge to Preschool: Navigating a Successful Transition, The Unexpected Journey*, coordinates the Colorado Resource Guide, has written or presented on a variety of topics. Sara has mentored new parent leaders in the EHDI system and has successfully brought policy and legislative change in Colorado. For Hands & Voices HQ, she has trained chapters in Advocacy Support and Training (ASTra) and GBYS (Guide by Your Side) programs since both programs began.

Linda Lawrence, M.D. established in 1986 a solo, private practice in comprehensive ophthalmology with pediatric emphasis in Salina, Kansas, USA. Since 1992, she performs functional vision assessment in the early intervention, Part C program, at Salina Regional Health Center, Kansas, and has documented the high rate of undiagnosed ocular pathology in infants and toddlers with developmental disabilities and advocated for earlier detection and interventions. She performs outreach services with the Kansas State School for the Blind and is a volunteer consultant for Centro Ann Sullivan del Peru (CASP) in Lima, Peru, an educational NGO for students with neuro-developmental disabilities .Dr. Lawrence has been an invited speaker to many USA and international meetings, and trains trainers in the area of early intervention for infants and toddlers with low vision and multiple disabilities including local, national, and international teams in Brazil, Peru, India, Nigeria and the Middle East. She is a Fellow of the AAO (American Academy of Ophthalmology) and AAPOS member (American Association for Pediatric Ophthalmology and Strabismus), chairing the AAPOS committee on Pediatric Low Vision Rehabilitation, former chair of the AAO committee on Global Education and Outreach, and current member of AAO Low Vision Rehabilitation Committee. She worked with the WHO International Consensus scientific committee helping to develop the International Low Vision Rehabilitation Standards (including birth to three years). She has consulted as a volunteer with CDC on the congenital Zika syndrome.

Loreta Martínez-Cargo, MA, TVI/L, COMS is employed by NMSBVI serving children in the Birth to Three Program. She is dedicated to supporting the children and families she serves. Loreta puts her trilingual skills (Spanish, English, & ASL) to use with respective families when necessitated. She works in the Northern Region of NM as a COMS, TVI/L, and an Instructional Lead. As an Instructional Lead, she provides support through coaching, training, and mentoring her coworkers out in the field.

Jessica Mount Matney, M.S., CCC-SLP is a Speech Language Pathologist and Developmental Vision Specialist at the New Mexico School for the Blind and Visually Impaired – Early Childhood Program. Jessica began her practice in early intervention and has spent the last 13 years working with children with severe disabilities and vision impairments. The Communication Matrix (Rowland, 2002) serves as the basis for assessment and goal development for all of her students who are non-verbal. Jessica has worked locally and internationally to make Communication Matrix the focus of intervention for children with significant, multiple impairments.

Megan Mogan, M.S., CCC-SLP is with the Arizona Deafblind Project. She is responsible for providing Technical Assistance to families and educators of children and youth who are deafblind. She worked as a Speech-Language Pathologist for 18 years at the Arizona State School for the Deaf and Blind-Tucson campus and in the Sunnyside Unified School District in

Tucson. Megan is an instructor for a Perkins eLearning Course on Augmentative and Alternative Communication Strategies and was a Trainer for Arizona's Deafblind Intervener TEAM Training. She presents regularly to educators and parents on early communication strategies for students with sensory impairment and multiple disabilities.

Deborah Mood, Ph.D., is a licensed psychologist who specializes in working with children who are deaf/hard of hearing and their families. Her primary appointment within Developmental Pediatrics at Children's Hospital Colorado emphasizes clinical assessment and treatment of children with developmental disabilities. Dr. Mood earned her Ph.D. in school psychology from the University of Northern Colorado. She also earned a specialist degree in school psychology from Gallaudet University and practiced as a school psychologist serving children who are deaf/hard of hearing and their families in a large urban school district prior to returning to complete her Ph.D. She completed a LEND psychology postdoctoral fellowship at JFK Partners, University of Colorado School of Medicine, after completing an APA accredited psychology internship at the University of Minnesota.

Denise Davis-Pedrie is a Speech/Language/Hearing Pathologist and Teacher of the Deaf/HOH with a specialist certification in Infant/Toddler Special Education. She is a past Colorado Hearing Resource Coordinator with CSDB. She is a member on the Colorado Hands & Voices Board of Directors.

Bettie T. Petersen, M.Ed., has worked in early intervention at the New Mexico School for the Deaf in Santa Fe, NM for the past 12 years. She obtained her M.Ed. from Utah State University in Deaf Education Early Intervention in 2006. She is currently working on a PhD in Educational Linguistics at the University of New Mexico. Her area of focus is sign language acquisition for deaf/hard of hearing children with hearing parents.

Paula Pittman, Ph.D. is the director of the SKI-HI and Deaf Mentor Outreach and Training Programs at the SKI-HI Institute at Utah State University and has served as a National Trainer for the SKI-HI Institute for 23 years. She was a co-creator of the Deaf Mentor Program and was involved in the development of the SKI-HI and Deaf Mentor Curriculum Manuals. She has been involved in the development of many program materials to support early intervention providers and parents who work with or are raising children with sensory disabilities. As an early intervention practitioner, she has had the honor to serve families who have children who are deaf, hard of hearing, deaf plus, deaf-blind and blind or visually impaired for 35 years.

Aaron Rose, M.S.D.E. has expertise in multiple areas regarding Cued Speech and cued language services. As a native cuer, Aaron grew up with Cued Speech as his primary mode of access and co-founded the CLEAR (Cuers for Leadership, Education, Advocacy, and Resources) program. Aaron earned his B.S. in Marine Sciences with a concentration in Meteorology from North Carolina State University and an M.S.D.E in Deaf Education from Washington University School of Medicine in St Louis. He has presented at professional conferences and educational institutions, including ASHA, EHDI, Hands & Voices, and taught multiple workshops on Cued American English. Aaron currently serves as executive director of the Rocky Mountain Cued Speech Association and administrator of Cue College, an online education platform for learning Cued Speech.

Barbara Schrag, M.Ed., has been providing services to families in Arizona who have deaf/hard of hearing children, birth to 5 years of age, **for over 30 years as a direct service provider, supervisor, statewide director and now as statewide early childhood consultant**. Barbara has her Master's degree in Deaf Education and her Bachelor's Degree in Elementary Education and Deaf Education. She is certified as a Parent-Infant Specialist for the Deaf and Hard of Hearing as well as a Cochlear Implant Educational Consultant. Barbara has her early childhood endorsement and was trained as a Deaf Mentor Trainer, SKI HI Curriculum Trainer and Shared Reading Project Trainer.

Philip Schweigert, M.Ed., began teaching children with sensory and multiple disabilities in 1977. For 22 years he served as project coordinator on a number of federally funded research projects to investigate strategies for assessment and enhancement of communication for learners with severe disabilities. Philip has co-authored articles and curriculum materials in the area of communication and cognitive skill development. Most recently, he served as senior program therapist with the Project for New Mexico Children and Youth who are Deaf-Blind at the University of New Mexico.

Catherine Smyth, Ph.D., is the Director of Research at Anchor Center for Blind Children in Denver, Colorado. She has an extensive background as a TSVI in early intervention, providing support for families in center-based settings and homes. As co-author and Project Coordinator of the *Mealtime Routines for Infants and Toddlers with Visual Impairment* federal IES grant, she has worked to provide feasible, successful research-based interventions that TSVIs can use with families in natural settings. Her research interests include concept development and tactual assessments for young children with visual impairment, how vision loss affects the mealtime process, and early visual screening for infants.

Nanette Thompson, CCC-SLP, LSLS, is a Speech-Language Pathologist and a Listening and Spoken Language Specialist (LSLS) Certified Auditory-Verbal Therapist. She has an MS from the University of Texas at Dallas and has specialized in working with deaf and hard of hearing children for 20 years. Nanette is the coordinator of Listening 2 Learn and works closely with The Listen Foundation, The Marion Downs Center, University of Colorado Hospital, and Rocky Mountain Cochlear Implant Center providing diagnostic services and weekly speech, language and listening therapy to families, children, and adults. She is also a Listen Referral Therapist and works closely with the Listen Foundation promoting listening and spoken language options for Colorado families.

Amy Trollop's career path has been a journey focused on teaching children and supporting teachers and educational staff in working with children with visual impairments, multiple disabilities, and deafblindness. She holds a master's degree in teaching the blind and visually impaired from University of Arizona, is a certified Ayurveda counselor/coach, 300-hour Yoga Teacher, and a Mindfulness Instructor trained through Mindfulness First. Amy has worked as a special needs preschool teacher and certified teacher of the blind and visually impaired working with school age students throughout the Phoenix valley. Currently, Amy is serving students and educational staff as a Teacher of Deafblind and Deafblind Specialist with the AZ Deafblind Project.

Emilie Wilding, M.A., is the Deaf Mentor Coordinator at the New Mexico School for the Deaf (NMSD). She received her master's degree in Deaf Education and Family Centered Early Education at Gallaudet University. She started her career in 1999 as a parent infant specialist with the Hearing Speech Deafness Center in Seattle, WA. She has worked 16 years in Deaf Education, mainly in the early childhood and lower elementary education field. She has taught at Madrona K-8 Elementary School in Edmonds, Washington, Jean Massieu School for the Deaf in Salt Lake City and NMSD.

**Required Readings:** Handouts will be posted ahead of the course on the conference website ([www.wreic.org](http://www.wreic.org))

## Agenda with Details of Session Descriptions and Learning Objectives

**WEDNESDAY, SEPTEMBER 11, 2019**

**8:45 a.m. – 10:15 a.m.      Preconference Session Strands (1.5 clock hours)**

<b>Title, Name of Presenter(s), and Session Description</b>	<b>Learning Objectives</b>
<u>Fundamentals in Vision and Brain Development for Cerebral/Cortical Visual Impairment (CVI): Vision and the Brain</u> – Corinna Bauer, Ph.D.	<u>Participants will:</u> <ul style="list-style-type: none"> <li>• Gain knowledge on basic neuroanatomy</li> <li>• Learn how and where visual information is processed in the brain</li> <li>• Learn about the maturation of the visual system in the context of brain development</li> <li>• Increase knowledge about how brain damage/injury may impact visual processing</li> <li>• List some of the tools available for studying the brain</li> </ul>
<u>Mindfulness: Being Fully Present in the Moment - The Science and Practice</u> – Dan Brown, M.A., Barb Schrag, and Amy Trollop, M.A.	<u>Participants will:</u> <ul style="list-style-type: none"> <li>• Implement through practice a minimum of 3 mindfulness techniques for effective early childhood interventions for the parent/child/practitioner.</li> <li>• Describe how these techniques develop self-awareness, self-management and responsible decision making.</li> <li>• Identify a minimum of 3 new mindful resources that can be used to support early childhood education.</li> </ul>

**10:15 a.m. – 10:30 a.m.      Break**

**10:30 a.m. – 12:00 p.m.      Preconference Session Strands (1.5 clock hours)**

<b>Title, Name of Presenter(s), and Session Description</b>	<b>Learning Objectives</b>
<u>Fundamentals in Vision and Brain Development for Cerebral/Cortical Visual Impairment (CVI): Neuroplasticity and Relation to Sensory Impairment</u> – Corinna Bauer, Ph.D.	<u>Participants will:</u> <ul style="list-style-type: none"> <li>• Understand the basic principles of neuroplasticity</li> <li>• Show increased knowledge about neuroplasticity in developmental disorders</li> <li>• Examine neuroplasticity following sensory loss</li> <li>• Discuss the potential for neuroplasticity in individuals with CVI.</li> </ul>

<p><u>Mindfulness: Being Fully Present in the Moment - The Science and Practice</u> – Dan Brown, M.A., Barb Schrag, and Amy Trollop, M.A.</p> <p>Part 2: Mindfulness defined through finding your authentic voice, breath work, mindful movements, science-based evidence, accessibility through curriculum, and resources. This will be accomplished through the participants' development of self-awareness, self-management, responsible decision making.</p>	<p><u>Participants will:</u></p> <ul style="list-style-type: none"> <li>• Implement through practice a minimum of 3 mindfulness techniques for effective early childhood interventions for the parent/child/practitioner.</li> <li>• Describe how these techniques develop self-awareness, self-management and responsible decision making.</li> <li>• Identify a minimum of 3 new mindful resources that can be used to support early childhood education.</li> </ul>
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**12:00 p.m. – 1:30 p.m.      Lunch**  
**1:30 p.m. – 3:00 p.m.      Preconference Session Strands (1.5 clock hours)**

Title, Name of Presenter(s), and Session Description	Learning Objectives
<p><u>Fundamentals in Vision and Brain Development for Cerebral/Cortical Visual Impairment (CVI): Tests of Functional Vision in CVI: Evidence Based Approaches</u> – Corinna Bauer, Ph.D.</p> <p>Session 3: We will delve into learning about the principles of evidence-based approaches to evaluating functional vision, that include tests of functional vision in CVI and evidence-based approaches.</p>	<p><u>Participants will:</u></p> <ul style="list-style-type: none"> <li>• Identify what makes a good test from a scientific standpoint</li> <li>• Learn what is meant by reliability, validity, sensitivity, and specificity.</li> <li>• List examples of tests of functional vision currently available (not specific to CVI).</li> <li>• Recognize the limitations of FVAs designed for the general population.</li> <li>• Determine how scientific research can help develop quantitative tests of functional vision using alternative approaches, such as virtual reality and gaze technology</li> </ul>
<p><u>Applying Mindfulness Practices into Early Intervention</u> – Dan Brown, MA. and Barb Schrag</p> <p>Part 1: The work of early intervention is complex and, on occasion, stressful. Eighty-seven percent of early interventionists report experiencing secondary trauma as a result of their work. Families, too, are often in uncharted territory as they journey through one or more diagnoses. Incorporating audience participation, this workshop will focus on applying the principles of mindfulness to all aspects of early intervention: supporting our work with families, building the early intervention team, and supervising/coaching service providers.</p>	<p><u>Participants will:</u></p> <ul style="list-style-type: none"> <li>• Identify the potential uses of Mindfulness practices in their work with families, their EI team, and as part of their own self-reflective professional development.</li> <li>• Network and share ideas as to how to implement Mindfulness practices into their work.</li> <li>• Incorporate and implement Mindfulness practices with other related reflective practices used in their work such as coaching, mentoring, and Reflective Supervision.</li> </ul>

**3:00 p.m. – 3:15 p.m.      Break**

3:15 p.m. – 4:30 p.m.

**Preconference Session Strands (1.25 clock hours)**

Title, Name of Presenter(s), and Session Description	Learning Objectives
<p>Fundamentals in Vision and Brain Development for Cerebral/Cortical Visual Impairment (CVI): Relationship Between Functional Vision and Brain Function in CVI– Corinna Bauer, Ph.D.</p> <p>Part 4: The final session will share how researchers are using neuroimaging to better understand the relationship between the brain and the observed visual dysfunctions common in individuals with CVI. The day will be rounded off with a time of discussion.</p>	<p><u>Participants will:</u></p> <ul style="list-style-type: none"> <li>• Learn how brain structure and function relates to specific visual processing impairments in the dorsal and ventral streams</li> <li>• Discuss how research can be used to inform practice.</li> </ul>
<p>Applying Mindfulness Practices into Early Intervention – Dan Brown, M.A. and Barb Schrag</p> <p>Part Two: The work of early intervention is complex and, on occasion, stressful. Eighty-seven percent of early interventionists report experiencing secondary trauma as a result of their work. Families, too, are often in uncharted territory as they journey through one or more diagnoses. Incorporating audience participation, this workshop will focus on applying the principles of mindfulness to all aspects of early intervention: supporting our work with families, building the early intervention team, and supervising/coaching service providers.</p>	<p><u>Participants will:</u></p> <ul style="list-style-type: none"> <li>• Identify the potential uses of Mindfulness practices in their work with families, their EI team, and as part of their own self-reflective professional development.</li> <li>• Network and share ideas as to how to implement Mindfulness practices into their work.</li> <li>• Incorporate and implement Mindfulness practices with other related reflective practices used in their work such as coaching, mentoring, and Reflective Supervision.</li> </ul>

**Total Clock Hours for Training Content for September 11, 2019 – 6 hours and 30 minutes****THURSDAY, SEPTEMBER 12, 2019****8:30 – 8:45 a.m.      Opening Remarks****8:45 – 9:45            Opening Keynote with Paul Griego (1 clock hour)**

**Foster Resiliency and Grit for Early intervention:** This presentation involves a review of key strategies shared by a professional, who himself has combined vision and hearing loss, on the importance and necessity of fostering resiliency for families of young children and early intervention professionals.

Objective:

- Identification of strategies to foster resilience.

**10:30 – 12:00 p.m.      Concurrent Sessions (1.5 clock hours)**

<b>Title, Name of Presenter(s), and Session Description</b>	<b>Learning Objectives</b>
<p><u>B6OMSI: A New and Available O&amp;M Evaluation Tool for Birth-6</u> - Sophia Diaz, M.A. and Loreta Martinez – Cargo, MA</p> <p>Information will be shared about a new evaluation tool that was created by the New Mexico School for the Blind and Visually Impaired Birth to 3 program. It was selected by Western Michigan University for advanced research and is now the only Birth to 6 Orientation &amp; Mobility Skills Inventory evaluation tool that is valid and reliable for this age group. Case studies and videos will be used to highlight how the tool is used with young children. Information will be shared further on how to use the tool for writing O&amp;M evaluation reports for young children.</p>	<p><u>Participants will:</u></p> <ul style="list-style-type: none"> <li>Participants will be able to access the B6OMSI and B6OMSI Evaluation Template</li> <li>Participants will be able to use the B6OMSI to evaluate orientation and mobility skills in the Birth-3 population</li> <li>Participants will be able to interpret information from the B6OMSI and use it to write an Orientation and Mobility Evaluation report and will be able to develop goals and strategies to support the child, his/her family, team and the school district upon transition.</li> </ul>
<p><u>It's More than a Touch: Early Tactual Development in Infants and Toddlers</u> – Catherine Smyth, Ph.D.</p> <p>Different early tactual skills, exploratory procedures and how they build strong tactual brain connections, and opportunities to practice tactual skills in routines and natural environments with families will be explored. Learning objectives will be facilitated through video demonstrations and small group activities.</p>	<p><u>Participants will:</u></p> <ul style="list-style-type: none"> <li>Be able to discuss early tactual development research and what we know now.</li> <li>Will be able to describe exploratory procedures in tactual development.</li> <li>Create routine-based tactual strategies to use with families in home environments.</li> </ul>
<p><u>Early Intervention for Autism Spectrum Disorder in Children who are Deaf/Hard of Hearing: Identification: Part 1</u> – Deborah Mood, Ph.D.</p> <p>The presence of an autism spectrum disorder (ASD) can significantly complicate language acquisition and developmental outcomes. Early identification of an ASD in order to facilitate targeted treatment planning is essential for improving outcomes. Unfortunately, ASD is commonly identified later among children with reduced hearing loss. In this two-part workshop, essential “red flags” for ASD will be outlined. Strategies for discussing developmental concerns with families, in order to empower families to make informed decisions about next steps in pursuing high quality assessment and intervention, will be shared. Further, evidence-based interventions for treating ASD among young children will be detailed.</p>	<p><u>Participants will:</u></p> <ul style="list-style-type: none"> <li>Describe “red flags” for ASD among children with reduced hearing</li> <li>Recognize the unique ways that ASD can present among children who primarily communicate using sign language.</li> <li>Describe strategies for sharing concerns with families and facilitating appropriate referrals.</li> </ul>
<p><u>Building Blocks for Family-Centered Early Intervention</u> – Dinah Beams</p> <p>Since the advent of newborn hearing screening</p>	<p><u>Participants will:</u></p> <ul style="list-style-type: none"> <li>Identify and describe at least three of the components of effective early intervention that he/she needs to focus on in his/her practice.</li> </ul>

<p>programs more than 20 years ago, early intervention providers have been defining how to best meet the needs of identified infants and toddlers and their families. While most early intervention is with children who have demonstrated delays, newborn hearing screening systems have provided professionals with the opportunity to work with infants when no delay is present in order to positively impact outcomes and address the well-documented potential impact of early childhood hearing loss in the areas of language and communication development, social-emotional development, and academic achievement.</p> <p>Information will be shared about best practice guidelines for early intervention to support each child and family. This presentation will explore early intervention building blocks and discuss how to use them effectively in your early intervention practice.</p>	<ul style="list-style-type: none"> <li>• Explain how these strategies interface with the coaching method of providing early intervention.</li> <li>• Identify at least one new resource that can be used to support families</li> </ul>
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12:00 p.m. – 1:00 p.m. 1:00 p.m. – 2:30 p.m. –	Lunch Concurrent Sessions (1.5 clock hours)
Title, Name of Presenter(s), and Session Description	Learning Objectives
<u>Pediatric Ophthalmology Updates: Earlier Detection, Earlier Referrals, New Technologies and Strategies</u> – Linda Lawrence, M.D. <p>Medical updates are essential for educational personnel working with young children with visual impairment. Information will be shared about work in the field of neonatology to assist in earlier identification of visual impairment of high-risk infants, such as babies who are premature, have a genetic disorder, and/or have experienced hypoxia. Handheld Optical Coherence Tomography (OCT) is changing the way doctors view the retina and the brain. This technology is becoming more common and has implications for earlier detection of vision problems or impairments. Information will also be shared about updates concerning Retinopathy of Prematurity, prescribing glasses for a very young child, and an update on refractive surgery.</p>	<u>Participants will:</u> <ul style="list-style-type: none"> <li>• Learn updates on ophthalmological care practices that assist in earlier identification of vision problems / impairments of infants.</li> <li>• Understand current medical thinking about Retinopathy of Prematurity.</li> <li>• Understand implications of prescribing eye glasses with very young children and the role of the TVI with assisting families with the child wearing the eyeglasses.</li> </ul>
<u>Communications in Action</u> – Jessica Mount Matney, M.S., CCC-SLP and Philip Schweigert, M.Ed. The <i>Communication Matrix</i> assessment, by Rowland (2004) has provided us a framework for the construction of Communication-in-Action. It is designed to apply the information from the Matrix to strategies for instruction including goals, video illustrated interventions, and resources for learners with complex communication needs Service	<u>Participants will:</u> <ul style="list-style-type: none"> <li>• Identify the four elements of expressive communication.</li> <li>• Describe intervention targets at each level on the <i>Communication Matrix</i>.</li> <li>• Be able to write a goal for a learner at communication level I-IV.</li> </ul>

<p>providers across disciplines (Educators, PT, OT, and SLP) participated in its development. This reflects our belief that successful development of communication requires the unique skills and perspectives of all members of the team. This discussion will lead participants through use of the guide, highlighting video examples, resources and the goals it describes for these learners.</p>	
<p><u><a href="#">Early Intervention for Autism Spectrum Disorder in Children who are Deaf/Hard of Hearing: Strategies: Part Two</a></u> – Deborah Mood, Ph.D.</p> <p>The presence of an autism spectrum disorder can significantly complicate language acquisition and developmental outcomes. Early identification of ASD in order to facilitate targeted treatment planning is essential for improving outcomes. Early diagnosis may be complicated by symptoms of ASD which may appear to overlap with the impact of the child's hearing loss and by a lack of appropriate assessment tools. Red flags for ASD will be discussed, as will evidence based interventions for treating ASD among young children.</p>	<p><u>Participants will:</u></p> <ul style="list-style-type: none"> <li>Identify at least two interventions for treating core symptoms of an autism spectrum disorder and associated concerns</li> <li>Describe at least two ASD intervention strategies which could be applicable in their own professional setting.</li> </ul>
<p><u><a href="#">The Safety Connection: More to Success than Just Language and Learning</a></u> – Denise Davis-Pedrie, M.A. and Sara Kennedy</p> <p>Infants and toddlers with any kind of special need are at the highest risk for child maltreatment. Hands &amp; Voices has created a community of learners to begin to understand, respond and ultimately work to prevent child abuse and neglect in the world of deaf/hard of hearing children since 2009. In this session, an experienced parent of a deaf child and an early interventionist/speech language pathologist will assist professionals understanding the effect of adverse childhood experiences, teaching both the "why" and "how" to incorporate teaching safety skills related to parents and children in the birth-to-three world.</p>	<p><u>Participants will:</u></p> <ul style="list-style-type: none"> <li>Promote amelioration of known risk factors and strengthening of preventative factors for abuse/neglect</li> <li>Have capacity to teach parent/infant/toddler language skills that will enhance communication competence and safety as they grow</li> <li>Have the capacity to teach parents about a "circle of trust" for those involved in a family's life when giving the opportunity to care for infants/toddlers when parents are not present.</li> <li>Promote effective observation and the analysis of meaning in a young child's behavior</li> </ul>

**2:30 p.m. – 3:00 p.m.    Break  
3:00 p.m. – 4:30 p.m.    Concurrent Sessions (1.5 clock hours)**

Title, Name of Presenter(s), and Session Description	Learning Objectives
<p><u><a href="#">Ocular and Cerebral Visual Impairment in Children with Neuro-Developmental Disorder</a></u> – Linda Lawrence, M.D.</p> <p>New data show 71% of children with Autism Spectrum Disorder (ASD) have ocular conditions.</p>	<p><u>Participants will:</u></p> <ul style="list-style-type: none"> <li>Understand data results of studies indicating the visual conditions / impairments associated with Autism Spectrum Disorder.</li> <li>Understand the coexistence of ocular and</li> </ul>

<p>Another study shows all children in one school for ASD in India with cognitive vision impairment. Use of eye gaze technology may help in our understanding of how the child "sees" to determine appropriate interventions. As we better understand the complexities of vision and the brain, it becomes more difficult to "label" conditions as simply neurological or ocular or behavioral, they often coexist. A second topic of seizure disorders will also be addressed. Children with seizure disorders from medication, the basic neuropathology, and now surgeries may have a variety of new types of visual impairments</p>	<p>cerebral visual impairment.</p> <ul style="list-style-type: none"> <li>• Learn about new treatment strategies for children with seizure disorders.</li> </ul>
<p><u>Tangible Symbols, Tangible Outcomes – Philip Schweigert, M.Ed.</u></p> <p>Tangible Symbol Systems (TM) is not just a mode of communication, but a systematic approach to instruction. This presentation is intended to describe Tangible Symbol Systems and identify for participants the key elements of instruction for the use of Tangible Symbols for expressive communication. Related research will be discussed.</p>	<p><u>Participants will:</u></p> <ul style="list-style-type: none"> <li>• Be able to describe what makes a symbol Tangible.</li> <li>• Be able to identify 3 key elements of instruction.</li> <li>• Be able to describe the type of learner for whom Tangible Symbols might be appropriate.</li> <li>• Be able to list 3 instructional variables to consider when designing or modifying instruction.</li> </ul>
<p><u>Visual Attention Skills and Sign Language Acquisition: What We Can Learn from Deaf Parents</u></p> <p>– Bettie Petersen, M.Ed. and Emilie Wilding, M.A.</p> <p>The development of visual attention is critical for children who are learning to communicate and develop language. Information about visual attention will be highlighted, as well as strategies for parents of and professionals working with young children who are deaf/hard of hearing. Information will also be shared on "Motherese" or Child Directed Speech/Sign that is used by Deaf parents. The presenters will share stories regarding their collaboration and specific strategies that we have felt were impactful.</p>	<p><u>Participants will:</u></p> <ul style="list-style-type: none"> <li>• Understand what visual attention means</li> <li>• Understand the importance/impact of visual attention on sign language acquisition</li> <li>• Have new strategies for fostering visual attention in young children</li> <li>• Feel motivated to collaborate with Deaf adults</li> </ul>
<p><u>Trauma Informed Care: A Strengths Based Approach to Forster Resiliency – Allison Cunningham, Au.D.</u></p> <p>When family members receive the news their child has been identified as deaf or hard of hearing, it is not unusual for parents and other family members to experience grief that can continue throughout the early years and beyond. Many providers do not feel equipped to "break the news" or have enough tools to support families through their journey after identification. EHDI providers can play a crucial role through their ongoing care post identification in helping foster resiliency in families. Trauma</p>	<p><u>Participants will:</u></p> <ul style="list-style-type: none"> <li>• Demonstrate a greater understanding of how he or she can be "trauma informed" in working with families within the EHDI system.</li> <li>• Have tools to better support families through the journey from identification through the early years.</li> <li>• Identify key concepts of resiliency and socio-emotional development.</li> </ul>

informed care and practice is a strengths-based framework that can help providers understand that the identification of hearing loss can be traumatic and still find ways to support parents towards empowerment and a sense of control. Families who feel empowered and supported are more likely to use their strengths to help overcome challenges.

**5:00 p.m. – 6 p.m.      Round Table Discussions (1 clock hour)**

<b>Topics</b>	<b>Facilitators</b>
Parent to Parent Connections	Sara Kennedy
New VI Definitions: Focus on CVI	Dr. Linda Lawrence
Baby Count!	Dr. DeEtte Snyder & Patty Beecher
LEAD K	Rachel Benedict
Serving Spanish-Speaking Families	Robin Getz and Sheryl Schaller

**Total Clock Hours for Training Content for September 12, 2019 – 6 hours and 30 minutes**

**FRIDAY, SEPTEMBER 13, 2019**

**8:30 a.m. – 10:00 a.m.      Concurrent Sessions (1.5 clock hours)**

<b>Title, Name of Presenter(s), and Session Description</b>	<b>Learning Objectives</b>
<u>Intervention Strategies for Infants &amp; Toddlers with Cerebral/Cortical Visual Impairment (CVI) and their Families</u> – Deborah Chen, Ph.D.  This session presents information from the newly developed <i>CVI Companion Guide</i> (in press) by A. Lueck, D. Chen, and E. Hartmann to the <i>Developmental Guidelines for Infants with Visual Impairments</i> (2008), American Printing House for the Blind. Topics include possible manifestations of CVI that may influence how very young children with CVI use their vision, respond to sounds, and interact with the environment. Interventions focus on supporting caregiver-child interactions, embedding functional vision interventions into daily routines, and the interrelationship among developmental skills. Content will be shared through discussion, handouts, videos, and small group activities.	<u>Participants will:</u> <ul style="list-style-type: none"> <li>• Learn about the newly developed <i>CVI Guide</i> (in review) to the <i>Developmental Guidelines for Infants with Visual Impairments</i> (2008, APH).</li> <li>• List the potential manifestations of CVI in young children</li> <li>• Recognize how CVI may affect a child's use of sensory information, interactions with the environment, and overall development.</li> <li>• Identify evidence-based interventions drawn from a variety of disciplines that may be used to support the development and learning of infants and toddlers with CVI.</li> <li>• Increase their knowledge about interdisciplinary contributions of team members and promote collaboration across disciplines in serving young children with CVI and their families.</li> <li>• Select strategies to promote learning across developmental domains.</li> <li>• Determine how to collaborate with families to embed interventions within daily activities.</li> </ul>
<u>Tactile Strategies for Early Communicators:</u>	<u>Participants will:</u>

<p><u>Practical Ideas for Interactive Daily Routines</u> – Megan Mogan, M.S., CCC-SLP</p> <p>Children with Visual Impairment and Additional Disabilities (including Deafblindness) develop concepts through direct experience with people, materials, and environments through touch. This presentation will offer multiple examples of early literacy and communication activities using alternative tactile forms of communication to build motivation, participation, and reciprocity. Participants will reflect on their own experiences with touch, considering how to use this sense to facilitate access to shared topics, communication forms, and social interaction.</p>	<ul style="list-style-type: none"> <li>Consider their own sense of touch and its relationship to interactions with an early communicator who is Deafblind</li> <li>Observe tactile communication strategies through video examples, partner simulations, and direct modeling from presenter</li> <li>Identify the components of an accessible tactile communication system</li> <li>Review communication targets for daily interactive routines based on student's individual learning characteristics</li> </ul>
<p><u>Effectively Using Tele-Intervention to Support Families</u> – Dinah Beams and Nanette Thompson, CCC-SLP, LSLS</p> <p>Early intervention programs are faced with the challenge of meeting the needs of an increasing population of early-identified children with limited resources and an inadequate number of highly qualified providers. Programs throughout the country are turning to tele-intervention or visual visits to support the needs of families and providers throughout their region. This session will explore ways to most effectively use tele-intervention to support the goals of the family and provide access to qualified professionals who are not within the area, organizing a tele-intervention session, implementing effective coaching strategies, and using this technology to engage a family.</p>	<p><u>Participants will:</u></p> <ul style="list-style-type: none"> <li>Identify potential barriers to tele-intervention and ways these can be overcome.</li> <li>List five different ways tele-intervention can be used to increase quality of services to families.</li> <li>Describe the critical elements in an effective tele-intervention session.</li> </ul>
<p><u>Language Development Scales: What's New &amp; Improved</u> – Paula Pittman, Ph.D.</p> <p>The <i>Language Development Scale</i> was developed as an assessment tool to monitor the language development of infants, toddlers and young children who are deaf or hard of hearing and are receiving early intervention services. It has recently been revised so milestones are easier to recognize and appropriate indicators for both ASL and spoken language development are provided. In this presentation the new features of the revised <i>Language Development Scale</i> will be discussed and participants will have a chance to see what the tool looks like and how it can be used to track the progress of the children they serve.</p>	<p><u>Participants will:</u></p> <ul style="list-style-type: none"> <li>Gain a basic understanding of the Language Development Scale and how to assess a child's language development using the scale.</li> <li>Understand how the new tool differs from the old tool in order to gain an awareness in how to use the tool effectively.</li> <li>Observe and rate child language skills from a series of video examples.</li> <li>Gain ideas and skills in how to share the tool with families.</li> </ul>

**10:00 a.m. – 10:15 a.m.**      **Break**  
**10:15 a.m. – 11:45 a.m.**      **Concurrent Sessions (1.5 clock hours)**

<b>Title, Name of Presenter(s), and Session Description</b>	<b>Learning Objectives</b>
<p><u><a href="#">Intervention Strategies for Infants &amp; Toddlers with Cerebral/Cortical Visual Impairment (CVI) and their Families – Deborah Chen, Ph.D.</a></u></p> <p>This session presents information from the newly developed CVI Companion Guide (in press) by A. Lueck, D. Chen, and E. Hartmann to the Developmental Guidelines for Infants with Visual Impairments (2008), American Printing House for the Blind. Topics include possible manifestations of CVI that may influence how very young children with CVI use their vision, respond to sounds, and interact with the environment. Interventions focus on supporting caregiver-child interactions, embedding functional vision interventions into daily routines, and the interrelationship among developmental skills. Content will be shared through discussion, handouts, videos, and small group activities.</p>	<p><u>Participants will:</u></p> <ul style="list-style-type: none"> <li>• Learn about the newly developed <i>CVI Guide</i> (in review) to the <i>Developmental Guidelines for Infants with Visual Impairments</i> (2008, APH).</li> <li>• List the potential manifestations of CVI in young children</li> <li>• Recognize how CVI may affect a child's use of sensory information, interactions with the environment, and overall development.</li> <li>• Identify evidence-based interventions drawn from a variety of disciplines that may be used to support the development and learning of infants and toddlers with CVI.</li> <li>• Increase knowledge about interdisciplinary contributions of team members and promote collaboration across disciplines in serving young children with CVI and their families.</li> <li>• Select strategies to promote learning across developmental domains.</li> <li>• Determine how to collaborate with families to embed interventions within daily activities.</li> </ul>
<p><u><a href="#">Tactile Strategies for Early Communicators: Practical Ideas for Interactive Daily Routines</a></u> –Megan Mogan, M.S., CCC-SLP</p> <p>Children with Visual Impairment and Additional Disabilities (including Deafblindness) develop concepts through direct experience with people, materials, and environments. Through touch! This presentation will offer multiple examples of early literacy and communication activities using alternative tactile forms of communication to build motivation, participation, and reciprocity. Participants will reflect on their own experiences with touch, considering how to use this sense to facilitate access to shared topics, communication forms, and social interaction.</p>	<p><u>Participants will:</u></p> <ul style="list-style-type: none"> <li>• Consider their own sense of touch and its relationship to interactions with an early communicator who is Deafblind</li> <li>• Observe tactile communication strategies through video examples, partner simulations, and direct modeling from presenter</li> <li>• Identify the components of an accessible tactile communication system</li> <li>• Review communication targets for daily interactive routines based on student's individual learning characteristics</li> </ul>
<p><u><a href="#">Listening to Learn (L2L) Coaching Model: Take a Closer Look at the Services You Provide Families in the Areas</a></u></p>	<p><u>Participants will:</u></p> <ul style="list-style-type: none"> <li>• Learn about the L2L Coaching Model checklist for self-assessment and</li> </ul>

<p><u>of Listening and Spoken Language</u>  - Nanette Thompson, CCC-SLP, LSLS</p> <p>Professionals are charged with providing high quality, evidence-based early intervention services to families of young children who have hearing differences. Professionals need to know critical areas of child development, while also being a coach for parents and providing family support. The L2L Coaching Model was developed as an early intervention planning tool that gives providers a guideline of information and key strategies to share with families of young children who are learning to communicate through listening and spoken language. In addition, the L2L Coaching Model Checklist is an important self-assessment tool for providers of their own knowledge and skills in facilitating listening and spoken language development and coaching families with fidelity as they set personal professional development goals.</p>	<p>parent coaching of strategies for facilitating the development of listening and spoken language in young children who have hearing differences.</p> <ul style="list-style-type: none"> <li>• Be able to identify at least two personal professional development areas to strengthen in order to increase the quality of services they provide to families who are using listening and spoken language.</li> </ul>
<p><u>Supporting Visual Access to Spoken Language: Cued Speech for Language and Literacy Development</u>  - Jennifer L. Cranston, M.Ed. and Aaron Rose, M.S.D.E.</p> <p>The 2018 EI SNAPSHOT carried out by NCHAM reveals that over 10% of families of deaf and hard of hearing are now using Cued Speech. Professionals have a responsibility to know about Cued Speech, what the implications are for language and literacy development, and to identify related resources and information for cued language services. This presentation will provide opportunities to understand what Cued Speech is and how it relates to language and literacy development. Participants will identify resources and strategies as well as reflect on language immersion and separation for a diverse population of children with hearing loss.</p>	<p><u>Participants will:</u></p> <ul style="list-style-type: none"> <li>• Learn about the Cued Speech framework for providing visual access to spoken languages.</li> <li>• Review the impact of hearing loss on the areas of spoken language development.</li> <li>• Consider language separation in context of American Sign Language and Cued American English.</li> <li>• Identify resources and information to provide on Cued Speech and cued language services.</li> <li>• List at least three specific strategies to support language development and literacy development in children with hearing loss.</li> </ul>

**11:45 a.m. – 1:30 p.m. Panel (1.25 clock hours)**

#### Hiking Gear for Climbing New Peaks in Early Intervention Panel

Presenters: Joanne Corwin, MA and her daughter, BoMee Rittenhouse, B.S.  
Paula Landry, MA TVI, and her daughter Maddie Stallman  
Panel Facilitator: Sara Kennedy, Hands & Voices/CO Hands & Voices

Professionals in the area of early intervention with young children who are deaf and hard of hearing, blind and visually-impaired, and deafblind, will share how their dual role as parents have shaped their work and practice. Insights from their adult children will be shared that address the roles of grit and resiliency in their journey. This panel will focus on practical, applicable concepts, ideas, and strategies (the sensible shoes) that will assist all participants in moving their intervention to new heights.

**Objectives:** Participants will:

1. Identify at least two concepts discussed that they will implement to change their early intervention practice
2. Describe the importance of family to family connections and how to foster this in EI
3. Describe the role and importance of young adult role models in early intervention

**Total number of Clock hours for September 13, 2019 – 4 hours and 15 minutes**

**Total number of hours of course contact hours: 17 hours and 15 minutes**

**Rational for Graduate Credit:** All participants of the course must be professionals working with very young children with sensory disabilities.

**Grading Method:** In order to receive a grade of satisfactory, students must:

1. Attend up to 15 clock hours of content (Attendance will be taken by the instructor during each morning and afternoon session of the course) AND
2. Complete and submit an application paper that is reflective of graduate credit. The goal is to describe two to three key learnings from the conference and how this information will be incorporating into practice with young children with sensory disabilities. The assignment is due to Dr. Anthony no later than 12 p.m. on **October 11, 2019**. The paper should be emailed as an attachment to her at [anthony\\_t@cde.state.co.us](mailto:anthony_t@cde.state.co.us) no later than this date and time. The paper should not be submitted as a google doc. It should be a minimum of 3 pages, single spaced, 12 font. It should be sent as a word document and not a PDF document. The student's name and home mailing address should be on the first page of the assignment.

Students, upon completion of the course, will evaluate the course and its instructor using a standard UNC/ CDE approved form(s).

**Disability Resources:** It is the policy and practice of the University of Northern Colorado to create inclusive learning environments. If there are aspects of the instruction or design of this course that present barriers to your inclusion or to an accurate assessment of your achievement (e.g. time-limited exams, inaccessible web content, use of videos without captions), please communicate this with your professor and contact Disability Support Services (DSS) to request accommodations. Office: (970) 351-2289, Michener Library L-80. Students can learn more about the accommodation process at <http://www.unco.edu/disability-support-services/>.

**Honor Code:** All members of the University of Northern Colorado community are entrusted with the responsibility to uphold and promote five fundamental values: Honesty, Trust, Respect, Fairness, and Responsibility. These core elements foster an atmosphere, inside and outside of the classroom, which serves as a foundation and guides the UNC community's academic, professional, and personal growth. Endorsement of these core elements by students, faculty, staff, administration, and trustees strengthens the integrity and value of our academic climate.

**UNC's Policies:** UNC's policies and recommendations for academic misconduct will be followed. For additional information, please see the Dean of Student's website, Student Handbook link [www.unco.edu/dean-of-students/pdf/student-code-of-conduct.pdf](http://www.unco.edu/dean-of-students/pdf/student-code-of-conduct.pdf).

**Special Term/Short Course:** Special Term Courses do not meet during a typical semester (begin or end earlier or later), these courses have different add/drop/withdrawal dates. It is the responsibility of the student to be aware of these dates. Please refer to "special term/short course deadlines" from this link: <http://www.unco.edu/registrar/current-students/course-add-drop.aspx>, to learn the dates for this course.

**Billing & Requesting Transcripts:** All Extended Campus students receive an emailed billing statement notification in their UNC Bearmail. Bills are sent monthly; if your registration is processed in the middle of the month, you will not receive a

billing statement until the following month. You can find detailed billing information here:  
<https://www.unco.edu/bursar/your-bill/>.

There are two options for requesting transcripts. For an unofficial transcript, on your Student tab in URSA, choose “Unofficial transcript” located under the “Grades” heading. For an official transcript, go to:  
<http://www.unco.edu/registrar/etranscripts.aspx>.